DOCUMENT RESUME

ED 331 325 FL 800 342

AUTHOR Balliro, Lenore; Nash, Andrea
TITLE English Only/English Plus. A Curriculum Sourcebook for ESL and ABE Teachers.
INSTITUTION Brookline Public Library, MA.
PUB DATE 90
NOTE 60p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Basic Education; Bilingualism; Classroom Techniques; *Cultural Pluralism; Curriculum Development; *English (Second Language); Family (Sociological Unit); Immigrants; Land Settlement; *Language Attitudes; Language Maintenance; Language Role; *Literacy Education; *Official Languages; Social Bias
IDENTIFIERS *English Only Movement; *English Plus Movement

ABSTRACT

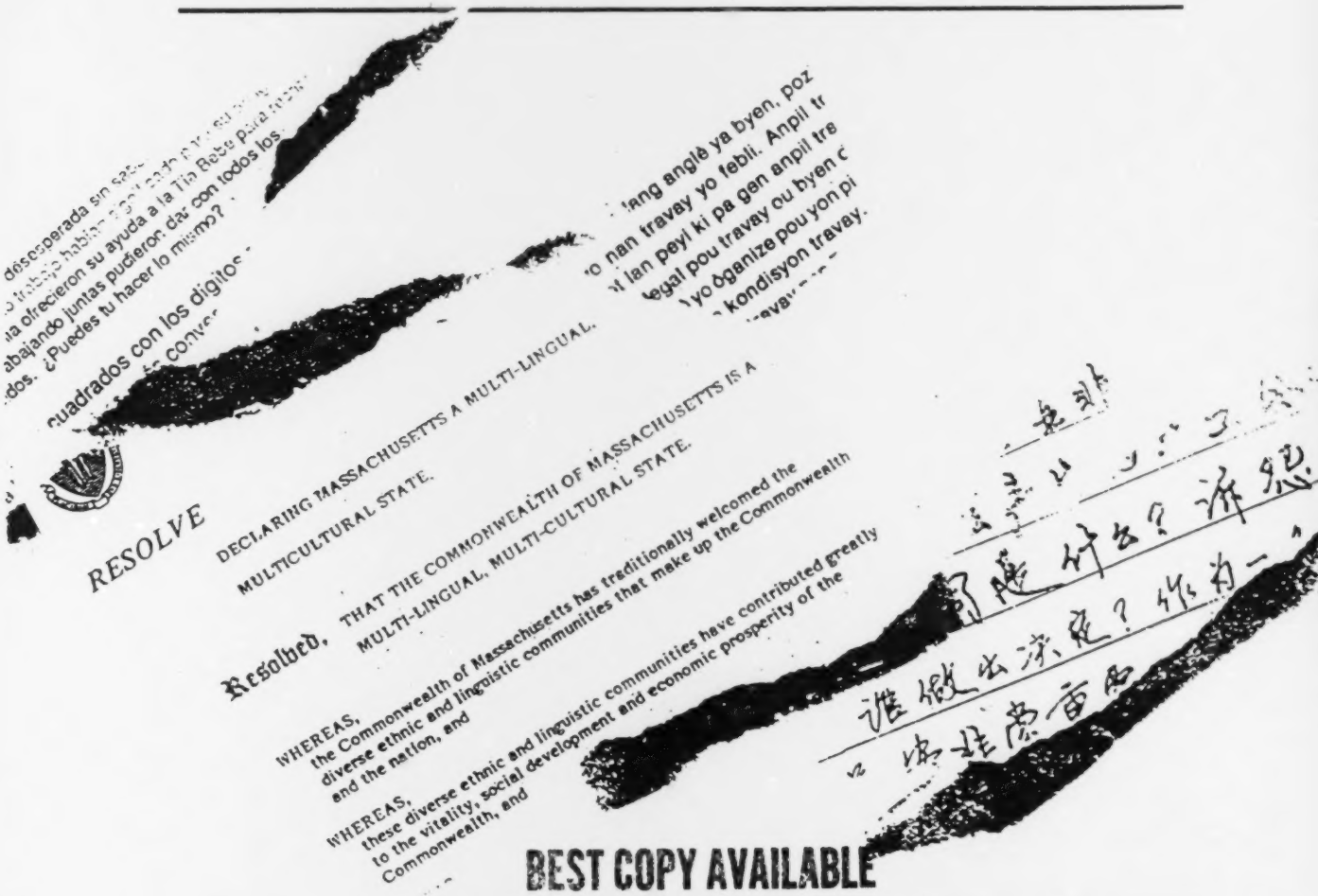
An assortment of materials that may be useful in addressing issues of language, culture, and power in the English-as-a-Second-Language (ESL) classroom is presented. Specific focus is placed on the movement to make English the official language of the United States. Contents include materials developed by teachers and adapted from commercial texts, and suggestions for classroom activities are also offered. The materials are appropriate for native and non-native speakers of English and could be integrated into an adult basic education (ABE) or General Educational Development (GED) curriculum. The packet is organized into four sections. The first addresses the value of bilingualism and preservation of native languages. The readings explore individuals' feelings about their native languages and how languages affect family issues. The second section talks about the English-only movement and its effects on the lives of immigrants. It also explores sentiments and fears that may motivate the movement. Section three examines alternatives to English-only, including the "English Plus" movement and the work of the Massachusetts English Plus Coalition. The fourth section includes background materials for teachers who may want to do additional reading on English-only and English Plus, and several unadapted materials for teachers' use. Two of the readings are in Chinese. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED331325

English Only/English Plus

A Curriculum Sourcebook for ESL and ABE Teachers


RESOLVE
DECLARING MASSACHUSETTS A MULTI-LINGUAL, MULTICULTURAL STATE.
Resolved, THAT THE COMMONWEALTH OF MASSACHUSETTS IS A MULTI-LINGUAL, MULTI-CULTURAL STATE.
WHEREAS, the Commonwealth of Massachusetts has traditionally welcomed the diverse ethnic and linguistic communities that make up the Commonwealth and the nation, and
WHEREAS, these diverse ethnic and linguistic communities have contributed greatly to the vitality, social development and economic prosperity of the Commonwealth, and

BEST COPY AVAILABLE

Developed by: Lenore Balliro and Andrea Nash
in cooperation with Rebecca Pomerantz and Jenny Utecht
for the Massachusetts English Plus Coalition

1990

FL 800342

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Balliro, Lenore

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Acknowledgments:

We have tried to make every effort to indicate the source of materials that we did not create ourselves. If you see something that was not accurately acknowledged, please let us know and we'll make a notation the next time this is printed. Thanks.

Thanks to Lillian Perez and Sue Sayabovorn for translations.

BEST COPY AVAILABLE

Introduction

We are a group of educators in adult ESL who are concerned about the increase in anti-immigrant sentiment in our communities, and its manifestation in the English-Only movement. We have put together a packet of readings, pictures, dialogues, and literacy activities designed to help teachers and students explore these issues in the classroom. This collection is not a curriculum in the traditional sense. Rather, it is an assortment of materials that may be helpful in addressing issues of language, culture and power, in general, and specifically the movement to make English the official language of the United States. We hope that by facilitating critical thinking around these issues, the materials included here will help students clarify their views and become better informed about English Only legislation.

This collection includes materials that we have created as well as material adapted from commercial texts. We have also offered suggestions for classroom activities for each piece. Though our focus is ESL, the materials are also appropriate for native speakers of English; some of the readings could be integrated into an ABE or GED curriculum with teachers' variations on classroom activities Since we wanted to provide as many options as possible, some of the materials address similar or overlapping issues. Others may be unsuited to particular language levels or linguistic groups. We invite teachers to mix, match, and adapt these samples to create materials appropriate to their particular groups of students.

The packet is organized as follows:

Part I: This section focuses on the value of bilingualism and the preservation of our native languages. The readings explore how we feel about our native languages and how language issues affect families.

Part II: This section talks about the English Only movement and the effects it has had or may have on the lives of immigrants, including a look at the Lowell, Massachusetts referendum passed in 1989. Readings include a description of "English Only," accounts of its impact in "English Only" states, and a series of open-ended scenarios that invite students to imagine some ways that English Only laws might change their lives. This section also explores some of the sentiments and fears that possibly motivate the English Only movement.

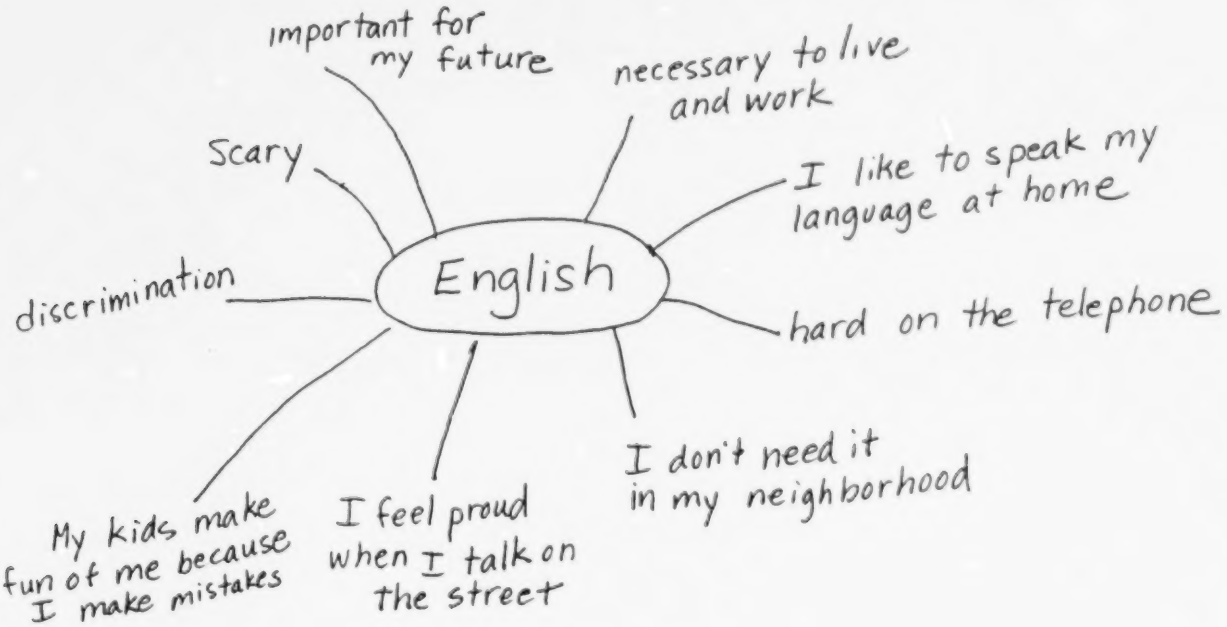
Part III: The materials in this section focus on alternatives to English Only, including an overview of the "English Plus" movement and the work of Massachusetts English Plus Coalition. The materials aim to draw out student views and encourage creative thinking around ways we can support people in their efforts to maintain their languages and cultures as they learn English.

Part IV: We have included background materials for teachers who may want to do additional reading on English Only/English Plus. We have also included several unadapted materials that teachers could develop for classroom use.

Part I: Preserving our native languages

Key Word

Key words are an effective way to help people brainstorm their thoughts and feelings. For this theme, use the word "English" (written on the blackboard) to help students generate a long list of associations and reactions. For example:


important for my future
necessary to live and work
Scary
I like to speak my language at home
English
discrimination
hard on the telephone
I don't need it in my neighborhood
My kids make fun of me because I make mistakes
I feel proud when I talk on the street

Possible follow up activities to brainstorming:

1. Discuss one category as a class and probe it more deeply(Why "Important for my future? In what areas? etc...)

2. In small groups, have students select a category and discuss it further (Don't need it in my neighborhood--Why? What's in the neighborhood? What about out of the neighborhood?)

OR

3. Have each student select a response that they feel most strongly about. Have them explore that response through 10 minutes of free-writing, then share their responses with the rest of the class. (Example, write for 10 minutes about "Scary," think of examples when English was scary, when it still is scary to speak it, what you are afraid of, and so on.)

Lucia's Story

My name is Lucia. I am from El Salvador. I came to Boston in 1981. I have one son. My son is eleven years old. He is Norteamericano. He speaks English. He speaks Spanish but he doesn't like to speak Spanish. He doesn't read or write Spanish. He doesn't listen to Spanish music. Sometimes he is impatient because I don't speak English. Sometimes I think he is embarrassed because we come from another country.

Lucia's Story

Lucia: Vámonos, pues. (Let's go)

Mario: I don't want to go with you.

Lucia: Porque no? (Why not?)

Mario: Because you always speak in Spanish. It sounds stupid. When you speak Spanish, everyone knows we come from El Salvador.

Lucia: Tu familia habla español. Debes sentirte orgulloso de tus raizes. (Your family speaks Spanish. You should be proud of your heritage.)

Mario: English is better. All my friends speak English. Anyway, I don't understand Spanish.

1. Who do you think Lucia is? Who do you think Mario is?
What language is Lucia speaking? What language is Mario speaking?

2. What language does Mario want his mother to speak? Why?
What does Mario think about Spanish? Does Mario want people to know that his family is from El Salvador? Why not?

Does Mario understand Spanish? Why does he say he doesn't?

3. How would you feel if Mario were your son?
Do your children ever feel like Mario? Do you want your children to learn your language?

4. Why do children resist their parents' languages?

5. What would you do if you were Lucia?
What would you say to Mario?

Lucia's Story -- Suggested Activities:

•**Pre-reading:** Pull out an evocative sentence, such as "Sometimes he is impatient because I don't speak English." and use it to discuss your students' own experiences and/or to predict Lucia's story.

•**Writing:** Before reading, give students the last sentence of the story and have them write their own beginnings.

•**Grammar:**
--Try a modified cloze activity for present tense verb practice. Omit the verbs and have students choose between first and third person verbs to fill the blanks.

--Write the story in the negative.

•**Role play:** a scene between Lucia and her son, or have students role play their own similar experiences.

Note: For more advanced students, the dialogue and discussion questions that follow the story may be more appropriate. See the dialogue "At the Store" for more suggested activities.

Lucky People Who Speak Two Languages*

Gwen Rollins speaks Spanish. She works at a day-care center. The center is in a Spanish neighborhood in a large American city. George Conway speaks French. He works for the United Nations. He translates statements from English into French. Mollie Warburg speaks Japanese. She went to school in Japan when she was a little girl. She still writes to many of her Japanese friends.

All three people are bilingual--that is, they speak two (bi) languages. They speak their own language, which is English. They also speak a second language. They speak the second language almost as well as they speak English.

The United states had many bilingual speakers in the 1900's. Thousands of people came to the United States from other countries. Big cities were full of people who spoke languages besides English. People from Italy, Poland, and Ireland all spoke different languages. So did people from Russia, China, and Germany. Many Jewish people who came to America from Europe were already bilingual. They spoke the main language of their native country, and they also spoke Yiddish. Yiddish is a form of the German language.

The newcomers--the immigrants--realized that it would be a good time to learn English. It would help them succeed in their new land. So soon there were many Americans who spoke two languages. They were bilingual. As the years passed, the children of the first immigrants grew up. The immigrants often did not teach their children their native language.

You may have had this happen in your own family. Perhaps your great grandparents or other relatives came to America from another country. Do you speak the language they spoke? Would you like to? Many people thin k it is too bad that many of the old languages have died out. They thin k our country would be better off if more people were bilingual.

Today, some people learn a second language in school, not at home. A second language can help you get a job. You can be a translator like George Conway, who translated English into French. You can be a social worker with people who speak their own language better than English. You can be a language teacher or a teacher of bilingual classes. If you travel, you will enjoy yourself and learn more if you know the language of the country.

No matter where you live, it is important to learn the main language of that place. This main language will help you in many ways in your everyday life. It will also help you get a job. It is important, however, to keep your original, or native language, too. You are a lucky person if you speak two languages!

(*Source unknown)

At the Store

This dialogue dramatizes a scene that a student had witnessed in her neighborhood.

(Note: the dialogue is in Spanish and English. We recommend that you adapt the dialogue and characters to reflect other languages and cultures when appropriate. For example, Ana could become Marie-Rose, the language Haitian Creole.)

(Ana is in a grocery store with her son, Marcos. Barbara is the cashier.)

Ana: Marcos, déjalo. No lo toca. (Marcos, leave it. Don't touch it)

Barbara: Excuse me. We only speak English here.

Ana: I sorry. I no speak English.

Barbara: This is America. You should speak English if you want to live here.

Ana: Qué cosa? I no understand. (What's wrong?)

Barbara: Why are you here if you don't understand?

Ana: _____

_____

_____

_____

_____

_____

Think About It

1. Make a list of people you know who speak two or more languages very well. Tell what languages they know and how they learned them, and why they learned them.

2. Do you know people who no longer speak their original language? Why did they give up their native language? Do you think it was a wise decision?

3. Do you agree with some people who believe our country would be better off if more people were bilingual? Why? Give reasons for your answer.

4. Do you think it is important for people to learn the main language of the country in which they live? Why?

5. Do you think it is important also to keep a first language? Why?

BEST COPY AVAILABLE

Suggested Activities for "At the Store"

Finish the dialogue in pairs or small groups and:

1. Discuss the various reactions/feelings they might have.

OR:

2. Have each pair or small group role play their version of the dialogue to the rest of the class. Discuss the various reactions/feelings.

3. Cut apart and then order the scrambled dialogue.

4. Discuss the interaction between the characters by doing an agree/disagree activity. The following is a sample to get you started. Add your own.

AGREE OR DISAGREE?

____Ana and Barbara are friends

____Ana wants to understand English.

____Barbara likes Latinos. (Haitians, Chinese, etc.)

____Ana should learn English.

____Barbara should learn Spanish (Creole, Chinese, etc.)

_____etc.

5. Have small groups write stories or character sketches of the two characters or do this with the whole class as a Language Experience story. This may lead the way to an ongoing "soap opera" relationship between the characters, written by the students.

Part II: English Only

ACLU

BRIEFING PAPER

NUMBER 6

"ENGLISH ONLY"

From its inception, the United States has been a multilingual nation.

In the early 1980s, again during a period of concern about new immigration, a movement arose that seeks the establishment of English as the nation's official language. The "English Only" movement promotes the enactment of legislation that restricts or prohibits the use of languages other than English by government agencies and, in some cases, by private businesses. The movement has met with some success, "English Only" laws having been passed in several states. And, for the first time in the nation's history, an English Language Amendment to the Constitution has been proposed.

The ACLU opposes "English Only" laws because they can abridge the rights of individuals who are not proficient in English, and because they perpetuate false stereotypes of immigrants and non-English speakers. We believe, further, that such laws are contrary to the spirit of tolerance and diversity embodied in our Constitution. An English Language Amendment to the Constitution would transform that document

At the time of the nation's founding, it was commonplace to hear as many as 20 languages spoken in daily life, including Dutch, French, German and numerous Native American languages. Even the Articles of Confederation were printed in German, as well as English. During the 19th and early 20th centuries, the nation's linguistic diversity grew as successive waves of Europeans immigrated to these shores. U.S. territory expanded to include Puerto Rico, Hawaii and the Philli-

guages other than English en a part of our history te over establishing a tates back to the John Adams pro- Congress in be cre-

BEST COPY AVAILABLE

What is English Only?

There is a movement in the United States called English Only. The people participating in the English Only movement want to make English the official language of the United States. If 33 states vote to make English the official language of the U.S. Constitution,, then the fifty states can vote to change the U. S. Constitution and make English the official language of the country. There is an organization called U.S. English that raises a lot of money to support English Only work.

In Massachusetts, there are also people who think English should be the official language. For example, in 1989, in Lowell, Massachusetts, 2/3 of the voters voted for English Only. But their non-binding vote cannot change Masachusetts law.

Many people who support English Only think there are too many immigrants in this country who do not want to learn English. They would like to pay less tax money to help immigrants. They don't like to pay for bilingual services and bilingual education. They believe that bilingual services discourage immigrants from learning English. They believe that the use of different languages divides the United States and that English Only laws can help unite the country.

English Only laws would put in danger:

--bilingual assistance in voting and bilingual ballots

--bilingual translations in the courts

--interpreter services in emergency services like hot lines and emergency rooms, in state agencies and elsewhere

--bilingual education

--multilingual social services

--multilingual employment training

--multilingual drivers license exams

--multilingual medical services like pregnancy counselling and AIDS prevention education

亞裔爭取語言平等

甚麼是"英語獨尊運動"?

所謂"英語獨尊運動"是由一個名為"美國英語"的全國性組織所推動的,目的是使英文成為美國官方法定語言。他們的全國性策略是建議草擬一項憲法修訂案,透過各州的立法或全民投票方式,去通過英文為官方法定語文的法律,但全國必須要起碼有三分之二的州份通過後才可以提出憲法修訂案。

目前已有十七個州通過了英文為官方法定語文法律,這包括了加州,科羅拉多州及佛羅里達州。美國英語組織已把麻省,紐約州及德撒斯州作為一九九0年全民投票的目標。

通過了英文成為官方法定語言後,產生了甚麼影响呢?

- 在洛杉磯一間医院的總管規定工人除了英文外,不準講其他語言,並要求僱員舉報講其他語言的人。
- 舊金山公園市長試圖阻止市立公共圖書館接受中文圖書捐贈,其理由是"英文是美國的語言"。
- 在加州洛杉磯有很多華人聚居的數個市鄉城鎮已通過法例,禁止公共及私人機構使用外國語言的标誌。
- 在德克薩斯一個出納員因在工作中講西班牙話而被停职停薪。
- 美國英語的負責人在過去曾爭取廢除双語醫理及緊急服務,這包括911緊急電話服務及翻譯,去限制外語廣播,並杯葛以西班牙語作廣告的商户。

"語言平等,而非英語獨尊"

在新澤西州一個電視談話節目中,一名白种女觀眾聲稱若要能在美國享有自由及取得機會,其代價就是要移民放棄本身的語言。要是成為美國人就要放棄自己的母語,去對英語作出遷就嗎?而要犧牲自己的語言,文化認同與傳統去換取自己及機會,這可以說成是"公平交易"嗎?

亞裔爭取語言平等,反對這種論調,我們深信英語在美國社會扮演着重要的角色,但是美國的自由觀是包括有使用所有語言的自由權利,亦不應迫令人們付出放棄其語言,文化及傳統的代價,去換取自由及機會。移民去學習取得流利的英語是無須對其母語採取讓步的。

欲索取有關資料可联絡"亞裔爭取語言平等"

27 BEACH STREET, 3/F, BOSTON, MA 02111

電話: 357-4499 或 426-5313

13a

Official Language States

State	Year	Legislation
Arkansas	1987	Statute
Arizona	1988	Const. Amendment
California	1986	Const. Amendment
Colorado	1988	Const. Amendment
Florida	1988	Const. Amendment
Georgia	1986	Resolution
Hawaii*	1978	Const. Amendment
Illinois	1969	Statute
Indiana	1984	Statute
Kentucky	1984	Statute
Mississippi	1987	Statute
Nebraska	1923	Const. Amendment
N. Carolina	1987	Statute
N. Dakota	1987	Statute
S. Carolina	1987	Statute
Tennessee	1984	Statute
Virginia	1981	Statute

*Officially bilingual--Native Hawaiian and English as coequal languages.

What Do You Think?
(Yes/No/Don't Know)

Suggested Activities:

Read the first two sentences of "What is English Only" to the class. If most students know **something** about English Only, have students do this "quiz" in pairs as a pre-reading. Then have them generate their own questions about English Only. Then have them read the text "What is English Only" in small groups and do the "quiz" again.

If most students don't know **anything** about English Only, have them generate their own questions about English Only. Then have them read the text in small groups and take the quiz.

All students, after taking the quiz, should then discuss the answers and identify which items are fact and which opinion. Make a list of the questions that remain about English Only. This can become a research project that involves reading more literature, having a speaker, holding a debate, etc.)

(Note: You may want to spend some time on discussing the difference between fact and opinion, as well as ways to support an opinion or position.)

_____English is the official language of the United States.

_____ English Only laws would prohibit bilingual signs everywhere.

_____ Bilingual education discourages learning English.

_____ English Only advocates want our taxes to pay for ESL programs.

_____ English Only laws prohibit bilingual ballots for voting.

_____ An official language would unify the United States.

_____ Immigrants want to learn English.

_____ Seventeen states have passed English Only laws.

_____ Massachusetts has an English Only law.

_____ Immigrants benefit from English Only laws.

Please fill in the chart with reasons to support the "English Only" movement (pro) and reasons not to support it (con). You can use the ideas from the article and also add your own.

PRO	CON

English Only - English Plus: What is happening in Massachusetts? How Does It Affect You?

English Only

On November 7, 1989, the City of Lowell voted for a **non-binding referendum** to make English the "official language of Lowell." They voted to make Lowell an "English Only"city. Because it is a non-binding referendum, that means that English Only is not a law. It is a statement by citizens that they **support** the idea of English as the official language. It is a first step to trying to make English Only a law.

Here is what the Lowell referendum said:

> *Shall it be the policy of the people of Lowell that English is the official language of the city of Lowell and that our city government requests:*
>
> *1. Our senators and congressman to vote for English as our National Language*
>
> *2. Our state legislators make English our Official State Language?*
>
> *Yes or No*

---

1. What do you think this referendum means?
2. Why do you think people voted for it?
3. Do you know anyone that voted for it? Why did they?
4. Would you vote for it? Why or why not?

George Kouloheras, a member of the Lowell school committee, said that he wants to see legislation passed making English the Official Language of Massachusetts . He wants English Only to become a law.

This means that many **campaigns** or **initiatives** will be started around the state to convince people to vote for English Only. Some cities will see non-binding referendum questions like Lowell's. Citizens will be asked: Do you think English Only is good? If yes, then vote for it. The reason for this is to build a strong feeling that people in Massachusetts want English Only.

How would "English Only" affect you?

Places I speak English	Places I use bilingual services	If there were no bilingual services, I would

Suggested Activities:

1. Have students help each other complete the first two columns of this chart.
2. Review the use of the conditional form "would."
3. Have students generate "would" statements in the 3rd column.
4. Discuss the various strategies students have listed for coping with the loss of services. What would they do? Who would they rely on? Etc.

1.

BEST COPY AVAILABLE

In the Workplace - 1

22

2.

BEST COPY AVAILABLE

1.

Wam
Jose
¡Lo tengo que entregar mañana!
« Especial »
¿ Que?
Dear Parent/Guardian,
Your child will be transferred to Special Education classes in the fall. Please sign below to approve this change!
x

¿Clases de educación especial? ¡Yo no voy a fimar esto! ¡Voy a hablar con alguien en la escuela!
Querido(s) Padres/ Guardian:
Su hijo(a) será transferido a clases de educación especial esta primavera!
Por favor firme abajo para aprovar este cambio.
x
Jose

BEST COPY AVAILABLE

BEST COPY AVAILABLE

English Only/English Plus Cartoons: Ideas for Adapting to the Classroom

Note: With all of the cartoons, the dialogue has been provided. "In the Workplace" and "School and Home" are in Spanish and English. "Emergency" is in Thai and English. The English translations are attached to each cartoon. We suggest that you adapt the languages to your students. You can do this by translating the bubbles of dialogue into the language(s) your students speak, white out the dialgue we give you, and replace it with the more appropriate language.

I. IN THE WORKPLACE

(These two cartoons are meant to be sequential.)

DISCUSSION

(To vary techniques in discussion, try whole class discussion, small group discussions, or pair discussions to ensure that everyone participates. Group students with like abilities together mix more proficient students with beginners. Teacher can facilitate beginners, more advanced can facilitate themselves, or more advanced can facilitate beginners. Then, the class can re-convene as a whole group to discuss the different interpretations.)

--Have students look at cartoon number 1 for a few minutes.
--Ask some general description questions, then move into more interpretive questions so students can analyze the situation and relate it to their own experiences. Here are some sample questions:
--Where are they?
--Who are they? (Identify the workers, supervisor)
--What are they talking about?
--What language are they speaking? Why?
--How does the supervisor feel? Why?
--Why doesn't she want them to speak their own language?
--Do you think it is OK for them to use another language at work? Why, or why not?
--Do you speak languages other than English at work? Why?
--What do you think will happen?

VOCABULARY

--As students are discussing the picture, write down the new vocabulary on a sheet of newsprint. Have students copy. Ask students if there is anything else in the picture they want to know the words for.

Example:
--sewing machine, thread, factory/garment shop, material, fabric, supervisor, floor lady, boss, etc.
--adjectives: helpful, cooperative,(1) angry, shocked, surprised (2)

WRITING

Beginning level: Have students generate simple sentences that the teacher can transcribe on the board or students can write themselves.

Ex: She is sewing/ They are working/ She is angry

Intermediate/Advanced: Have students "flesh out" the story by developing the characters, giving them names, providing background on the factory and the relationship between the supervisor and the workers, etc. Students can write alone or in pairs, then read their stories out loud to the class. For editing, students can write on large sheets of newsprint, then the class can engage in editing/correcting.

GRAMMAR

--Pronoun practice and pronoun substitution
--Rewrite the story as though it happened last week.

DISCUSSION

Note: You can "white out" the supervisor's dialogue and leave it blank. Ask students what they think the supervisor is saying and why. Or, use the cartoon with the dialogue and adapt the following suggestions:

--What happened?
--What does the supervisor tell them? Why?
--How do the women feel?
--If there is an English Only law, can the supervisor make the women speak English?
--What can the women do?
--Has this ever happened to you, or someone you know at work?
--What did you do?

II. SCHOOL AND HOME

Note: These two cartoons present two different scenarios, one "English Only" and one "English Plus." They are not meant to be sequential; rather, they present two different possibilities of the same situation.

DISCUSSION -- School and Home 1

--Who are they?
--Where are they?
--Does she understand the paper?
--How does she feel? Why?
--Should she sign the paper? Why?
--What happens if she signs it?
--What should she do?

--Do you get notices from your child's school? Do you get notices from other places in English?
--Are they always in English?
--What do you do?
--Should the notices be in other languages?

VOCABULARY

--various kitchen vocabulary
--family relationships
--school notices and language in the notice
--emotions (frightened, afraid, frustrated, ...)

School and Home -2-

--What is different in this picture?
--Does she understand the paper?
--How does she feel?
--What should she do?

-What is the difference between the first situation and the second one? What could happen to the child if she signed the paper?

FOLLOW UP

Have students role play follow up situations from both 1 and 2
(Example, in #2, have the mother call the school or visit the school and complain, etc.)

WRITING

Have students write a letter to the woman in #1 or #2 advising her what to do. In a multi-level class, some students can contribute language orally while someone else transcribes it.

EMERGENCY (1)

Note: There two cartoons are meant to be sequential. Cut them into two or cover the bottom part of the picture when you begin. Also, please refer to suggestions for writing, grammar and follow up from preceding cartoons.

DISCUSSION (Sample questions)

--Who are they?
--Where are they?
--What is happening?
--What should they do?
--Did you ever have an emergency like this?
--What happened?

--What do you think will happen to them?

VOCABULARY: (Note: The temptation might be to develop this into a survival skills lesson on going to the hospital. That might make an excellent follow-up lesson, where you can bring in photos of signs from all over the hospital, teach symptoms, medications, body parts, etc. For the purposes of staying focused on language issues, it might be better to focus on the conflict in this set of

--Emergency, Emergency room, directory, etc.
--Symptoms: fever, burning, breathing
--Review of body parts

Emergency (2)

--Where are they now?
--Who is behind the desk--What are they saying?
--What can they do?
--If English Only is a law, could this happen?

FOLLOW UP

--Have students follow up with a story (collaborative, individual, pair work) about what happens to the couple and their child

--Role play possible follow ups: If translation services are available, what would happen? If no translation, what could happen?

SUMMARY

Have students write about the problems English Only Laws might cause, based on the examples from the cartoons. Have them add problems from their own experiences, or from readings.

BEST COPY AVAILABLE

Community Responds to English Only

Here are examples of the effects of English-only laws.*

In Arizona, parole hearings for non-English speaking prisoners were postponed last year because the English Only law required all government business to be done in English.

In Florida, the fire department could not distribute fire prevention information in other languages than English. Hospitals had to use only English in the information they gave to mothers.

In Colorado, a school bus driver demanded that all children on the bus speak English.

In New York, a policeman hung up on a woman who called the police station, telling her that if she did not speak English she was out of luck.

In 1984, three judges in Southern California ruled that court clerks could not speak to their co-worker in Spanish, although they were required to use Spanish to translate for the public.

In 1980, Dade County, Florida passed an ordinance which said that county funds could not be used to pay for activities which involved a foreign language or which promoted non-"American" culture. This ended funding for ethnic festivals, bilingual hospital services and signs.

*Information from Massachusetts English Plus coalition, 1990

Suggestions for "Community Responds to English Only"

1. Cut reading into strips at perforated lines. Divide students into small groups or pairs. Give each pair or group a strip. (You might want to give less experienced readers a shorter reading, more proficient readers a longer reading....)

2. Have each group read their strips. Assist with unfamiliar vocabulary or references. Have each group summarize the reading in their own words and report to the rest of the class.

3. Make a list on newsprint of new vocabulary words so everyone can discuss and copy.

4. Have students as a class locate on a map the states mentioned in the readings. Prepare a wall visual to keep up in the classroom. Run a string from the state to the slip of reading, as illustrated below. As you or students locate more information in the news about effects of English only, expand the visual.

5. Role Plays: Assign each student a state. Act out the English Only consequences, having students "flesh out" the kernel of information. Present to rest of the class.

BEST COPY AVAILABLE

8/20/90

To the Editor:

Last week, my nephew did not get a job because he does not speak Spanish. The boss said that my nephew needed to speak Spanish to talk to the other workers.

I am angry that this could happen in America. People can speak their languages at home, but at work, school, and other places, they should speak English. English is what holds America together. If people don't want to speak our language, they should go home to their countries.

Sincerely,

Larry Michaels

P.S. My parents were immigrants and they speak English.

version 1

Immigrants and Work : Pre-reading activity for Letter to the Editor
(note: Version 1 and version 2 refer to levels of reading difficulty. The letters contain the same content, but version 2 has slightly more difficult vocabulary.)

These questions get at some of the myths and fears people hold about immigrants. Have the class discuss their opinions as a preparation for understanding the concerns of the Ann Landers letter that follows.

Agree/Disagree

_____People get good jobs if they speak English.

_____People use their native languages at work when they are hiding something.

_____Immigrants are taking jobs away from U.S. born Americans.

8/20/90

To the Editor:

Last week, my nephew was turned down for a job because he could not speak Spanish. The supervisor said that he would not be able to communicate with the rest of the night janitors.

I am outraged that this could happen in America. I don't care what language people speak in their homes, but in the public spheres of work, school, government, etc., I think everyone should have to speak English. English is what holds America together. If people don't want to speak our language, they should move to a country where their language is spoken. But we shouldn't let them take over ours.

Sincerely,

Larry Michaels

P.S. My parents were immigrants and they speak English

version 2

Discussion Questions for Letter to the Editor

How did Larry's letter make you feel? Why?

What does Larry want?

Why is Larry angry?

How many languages do you think Larry speaks?

Do you agree that immigrants "don't want to speak 'our' language?"
Why or why not?

Do you agree that people should only speak English in public?
Why or why not?

How would you answer Larry's letter?

(See next page)

Dear Larry,

Sincerely,

Part III: English Plus

What is Mass. English Plus?

Massachusetts English Plus is a statewide coalition of concerned organizations and individuals -- students, educators, community, labor and religious leaders dedicated to promoting the values of our multilingual, multicultural society

We believe it is the right of every resident of this country to nurture his/her native language in addition to English. We oppose any efforts to declare English the official language of Massachusetts.

We support increased availability of English-language learning opportunites so that all in our society have access to English Plus - English, which we recognize is the preeminent language in this country, plus the diverse languages and cultures that have coexisted throughout the country's history.

Please join Massachusetts English Plus. Help to secure a Massachusetts that celebrates its diversity of people not a state which suppresses the freedom of its residents.

What has happened in English Only states?

- Elimination of bilingual 911 operators and health service interpreters.
- Restrictions of foreign-language broadcasts
- advertising and library books.
- Threats to outlaw non-English- speaking
- witnesses in court.
- Elimination of bilingual information on
- transit, AIDS education, natal care a
- education.
- English Only rules at the workplace
- Employees reporting co-workers fo
- another language.
- Public and private employees fi
- speaking another language to

What are the l
English Only no

- English Only laws don
- English.
- 95% of Hispanic pare
- learn English.
- 85% of the childre
- already have lea
- English Only lea
- organizations
- agendas such

Federation
Reform
immi
English
ar
US F

Th

We don't need an official language

Official English= Official Bigotry

English Plus

Many people are afraid of making English the official language. They are afraid that if English is the official language, hospitals might not have translators. They are afraid that bilingual education would be **banned.** They are afraid that they could not speak their own language at work. No one knows what English Only laws would mean, but many people think they are not a good thing for immigrants.

Instead of English Only, many people want to see Massachusetts a state that supports English Plus. They think that it is important to learn and speak English. They think that it is important to have ESL classes. But they think it is not good to eliminate other languages. They think that differences or diversity is a good thing.

English Plus Coalition

The English Plus Coalition is a group of people who work to educate others about English Only and English Plus. They think that English Only is a bad idea. They believe that it is the right of every person in the country to speak his or her own language in addition to English. They are not against people learning English. But they are against making English the official language of Massachusetts.

This is what English Plus Coalition does:

1. They go on television to talk about English Only/English Plus

2. They write things about English Only/English Plus and mail them to people or put them in the newspapers

3. They give talks about English Only/English Plus to different groups of people

4. They sell t-shirts that say *Stop English Only: Support Language Rights* so people will wear them and talk about English Plus to other people

This is what they want to do:

1. They want more people to join the Coalition

2. They want to introduce an English Plus referendum so voters can vote to support language rights.

3. They want to do more education to help people to understand the issues and consequences of English Only/English Plus

Here is the flyer for the English Plus Coalition: (insert)

Only English Spoken Here?

Is this the Massachusetts we want?

Massachusetts English Plus
27 Beach Street, #3B
Boston, MA 02111
(617) 357-4499

What is Mass. English Plus?

Massachusetts English Plus is a statewide coalition of concerned organizations and individuals -- students, educators, community, labor and religious leaders dedicated to promoting the values of our multilingual, multicultural society

We believe it is the right of every resident of this country to nurture his/her native language in addition to English. We oppose any efforts to declare English the official language of Massachusetts.

We support increased availability of English-language learning opportunites so that all in our society have access to English Plus - English, wehich we recognize is the preeminent language in this country, plus the diverse languages and cultures that have coexisted throughout the country'shistory.

Please join Massachusetts English Plus. Help to secure a Massachusetts that celebrates its diversity of people not a state which suppresses the freedom of its residents.

We don't need an official language

Official English= Official Bigotry

Note: English Plus Coalition has materials (fact sheets) about English Only in other languages.

English Plus Legislation

Representative Nelson Merced has introduced **legislation** to say that Massachusetts is a multi-lingual, multi-cultural state. This legislation says that Massachusetts has always welcomed immigrants and that immigrants contribute a lot to the state. It says that Massachusetts should promote **diversity**, but also help people to learn English, too. It says that English is already the main or **dominant** language of Massachusetts. There is no need to make English the official language. It says that using different languages in business, government, and for individual people is a good thing and should be protected, not **eliminated**.

Here is a copy of the legislation:

The Commonwealth of Massachusetts

IN THE YEAR ONE THOUSAND NINE HUNDRED AND NINETY

RESOLVE

DECLARING MASSACHUSETTS A MULTI-LINGUAL, MULTICULTURAL STATE.

Resolved, THAT THE COMMONWEALTH OF MASSACHUSETTS IS A MULTI-LINGUAL, MULTI-CULTURAL STATE.

WHEREAS,
the Commonwealth of Massachusetts has traditionally welcomed the diverse ethnic and linguistic communities that make up the Commonwealth and the nation, and

WHEREAS,
these diverse ethnic and linguistic communities have contributed greatly to the vitality, social development and economic prosperity of the Commonwealth, and

WHEREAS,
it is in the best interest of the Commonwealth to continue to promote cultural and linguistic diversity along with proficiency in the English language for all its residents, and

WHEREAS,
English is already recognized as the predominant language of Massachusetts and legislation imposing English as the only official language would impair efforts to welcome the full participation in our society of all linguistic and cultural groups,

Now, THEREFORE BE IT RESOLVED THAT the use of diverse languages in business, government and private affairs, and the presence of diverse cultures is welcomed, encouraged and protected in the Commonwealth of Massachusetts.

Presented by Reps. Merced, McDonough, Rushing, Fox, Grace, Jordan, Owens-Hicks, Fitzgerald, Hildt, Thompson and Honan.

Suggested Activities:

Students:

--Read the proposed legislation.

--Find the paragraph that summarizes the law.

--Find the paragraph that states the law exactly.

--Find the paragraphs that give the reasons for the new law.

Instructor:

--Divide the class into four groups and give each group one of the paragraphs beginning with "Whereas." Ask them to interpret the paragraph as best they can and report back to the group.

--Discuss the strategies they used for finding the meaning.

--Have students underline vocabulary that is new for them. List the words on the blackboard and have students guess their meanings based on the contextual clues in the reading. Then have them look words up in the dictionary and compare their guesses with the actual definitions.

What Can You Do?

You have read a lot of information about English Only and English Plus. What do you think? What can you do about it? As a class, think of some ideas:

Here are some other ideas:

1. Join the Massachusetts English Plus Coalition. Here is the membership form. English Plus Coalition will accept a group membership of your class or school so you do not have to pay for the membership yourself.

Membership Form:

✂- - - - - - - - - - - - - - - - - - - -

Join English Plus:

- ❑ $10 individual membership
- ❑ $25 org. membership
- ❑ donation $_____

Name: _____

Address: _____

Telephone: _____

Would you like to volunteer time or resources?
Yes ❑ No ❑

May we use your name on a public list of supporters? Yes ❑ No ❑

Mail form and check to:

Massachusetts English Plus
27 Beach Street #3B, Boston, MA 02111
Tel: (617) 357-4499

2. Write a letter to the editor of the newspaper expressing your views on English Only. You can write it as a whole class or by yourself. Before you write the letter, discuss what you want to say. What do you want to say first -- What is your main point? What are your reasons? What examples can you give? How can you end the letter?

(Suggestion: to instructor:You might want to bring in samples of short letters to the editor to look at format, argumentation, tone, style, clarity, etc.. You may also want to discuss audience and purpose. Then you might want to take the students through a draft --clearly stating a position, giving reasons and support, concluding. This could be in outline form or draft form. Then students can edit and rewrite it.)

Dear Editor:

Sincerely,

3. Write a letter to your representative or call his or her office, stating your views on English Only legislation.

Suggestion: Have people look up their representative. Do role plays with phones.

Dear Representative :

Sincerely,

Part IV: Additional Resources

Chinese Progressive Association

华人前进会

Workers Center

工人互助中心

Membership Newsletter *September 1989*

English Only is Alive and Well and Living in Massachusetts

The deadline has passed, and the U.S. English forces have not filed the necessary papers to put an "English Only" referendum on the ballot for 1990. Although we are not threatened by a referendum at this time, the English Only threat is alive and well in the form of state legislation and in the daily experiences of the immigrant communities.

Below are some examples of how the English Only atmosphere can affect immigrant workers and what people have tried to do about it.

Copley Plaza Renames Maids

Immigrant maids at the Copley Plaza luxury hotel are asked to take on English names which would be "simpler" for customers to remember. A maid named Esperanza Villegas was renamed "Elsa." Yin Wah Lee became "Jane."

As the hotel workers' union president Domenic Bozzotto pointed out, this only occurs in the back of the house, "where people are treated as this nameless, faceless work force."

Jan Chovanec, the Copley Plaza's general manager, claims that employees' names are changed only with their approval, but in fact many employees would feel compelled to cooperate if asked to take on a "nickname" by their supervisor.

The hotel workers' union Local 26 organized members and supporters to call the Copley Plaza manager and complain.

Hospital Worker Harrassed

Mrs. Chan works in the kitchen of a local government-run hospital, cutting meat. Since she speaks only Mandarin, she can only say "hello" to her coworkers. Nonetheless, she has friendly relations with her coworkers, who are all Latino and Black immigrants.

Mrs. Chan's supervisor is a white man who is always yelling at her because she doesn't speak English. One day when the supervisor was yelling at her, Mrs. Chan decided to ignore him. The angry supervisor swore at her, picked up a piece of meat from the table, and threw it at her. Mrs. Chan was outraged. She threw the meat back at the supervisor, but missed. At that, the supervisor went up to Mrs. Chan and hit her. Her face and arms were left bruised and scratched.

Mrs. Chan then went to the manager to file a complaint about her supervisor. Although the manager had previously advised her to ignore the supervisor, even he expressed support for Mrs. Chan.

Mrs. Chan informed the manager that she planned to sue the supervisor in court. Through CPA, she and her husband contacted a civil rights lawyer. But the coworkers were afraid to serve as witnesses, making the investigation more difficult. Mrs. Chan herself was afraid to lose her job and did not want a long and time consuming process. When the supervisor's lawyer proposed an out-of-court agreement, she agreed.

Mrs. Chan dropped the lawsuit in exchange for a guarantee

continued on next page

Judge Nullifies Law Mandating Use of English

By FELICITY BARRINGER
Special to The New York Times

WASHINGTON, Feb. 7 -- A Federal district judge in Phoenix has declared that the state's constitutional amendment making English the language "of all government functions and actions" in Arizona is a violation of federally protected free speech rights.

The decision on Tuesday was the first legal setback for the official English movement, which gathered momentum in the latter part of the 1980's, particularly in the South and Southwest as those areas experienced a large influx of Asian and Hispanic immigrants.

The judge, Paul G. Rosenblatt, ruled that the Arizona amendment "is a prohibition on the use of any language other than English by all officers and employees of all political subdivisions in Arizona while performing their official duties." As such, Judge Rosenblatt said, it could inhibit legislators from talking to their constituents or judges from performing marriages in a language other than English.

Mofford Approves of Ruling

Gov. Rose Mofford, a Democrat who strongly opposed the 1988 campaign to amend the state constitution with the language provision, said she would not appeal the judge's ruling. "I am happy the courts ruled it unconstitutional," she said, adding that the law was "flawed from the beginning."

In the absence of an appeal, Judge Rosenblatt's ruling sets a legal principle that is binding only in Arizona. Other lawsuits dealing with the language issue around the country either

Continued on Page B10, Column 1

Judge Voids Arizona Law Creating Official Language

Continued From Page A1

are in their embryonic stages or do not deal directly with constitutional questions. A suit that reached the United States Supreme Court last year was dismissed on a technicality.

Officials of U.S. English, a Washington based group that has spearheaded the official-English drive, agreed that Judge Rosenblatt's ruling was a set back, but said they did not expect it to dampen their campaign in state legislatures, city councils and Congress.

Fifteen states in addition to Arizona have legal provisions making English the official language. Since 1978, Hawaii has had a constitutional provision making English and Hawaiian the state's official languages.

Last year, legislators in Suffolk County, N.Y., by a vote of 11 to 7, rejected a measure that sought to make English the county's official language and required that most county business be conducted only in English. A similar measure was approved in November in Lowell, Mass., where there has been sharp increase in the number of Cambodian and Hispanic immigrants.

Group Founded in 1983

U.S. English was founded in 1983 by John Tanton, with the strong support of former Senator S.I. Hayakawa of California, a noted linguist who is the group's honorary chairman. Mr. Tanton is a Michigan ophthamologist who in 1979 founded the Federation for American Immigration Reform.

U.S. English emerged at a time of increasing backlash against such federallysupported programs as bilingual education and multilingual ballots. Its message, that the primacy of English and its role as a bond were threatened, struck a chord with many people; the group said its dues-paying membership has climbed from a few hundred to 350,000 in five years.

By the end of 1988, 16 states had adopted laws or constitutional amendments making English their official language. But a spokesman for U.S. English said these laws had little or no effect on the day-to-day operations of these governments, nor did they impinge on previously enacted measures like those mandating multilingual ballots or court interpreters for non-English speaking defendants in criminal trials.

In Arizona, Maria-Kelly Yniguez, a state insurance claims manager, decided that speaking Spanish to claimants would put her in legal jeopardy. She then filed a constitutional challenge to the law.

Judge Rosenblatt said Ms. Yniguez's self-censorship was "a product of her legitimate sensitivity to the perils posed" by the 1988 amendment. "A law which reasonably results in such restrictions is overbroad," he said.

But there were repercussions outside state governments. In the San Gabriel Valley of California, where communities like Monterey Park have had an influx of Chinese and other Asian immigrants, there have been repeated proposals for laws banning or limiting commercial business signs in languages other than English.

Similar Troubles Elsewhere

There have been similar troubles in the work place: a supermarket cashier in Miami was suspended by his supervisor "for speaking Spanish" on the job; a student employee at an Arizona community college said a security guard warned him not to speak Spanish during his lunch break; Filipino hospital employees in Pomona, Calif., said they had been not to speak Tagalog during their lunch breaks.

"People who support these laws are not doing it on an ideological basis," said John Horton, an associate professor of sociology at the University of California at Los Angeles, who is studying the effect of immigration on local politics. "People are voting patriotism. Everyone's for English being the basic langauge."

But, he added, "there are differences in terms of the people who are supporting it and the people who are organizing for it." And he noted that it is "interesting that the laws appearwhen there's a massive influx of immigration and a concern about the United States' role in the world."

Katherine Ely, a communications advisor for U.S. English, denied that the group's campaign had racist undertones. "Twenty-five percent of our members are immigrants themselves," she said. "Our members feel that Enlgish is the door to opportunity."

Her colleague, research and communications director Yale Newman, added that "the laws are necessary as a statement of principle."

But Robert Brischetto, executive director of the Southwest Voter Research Project in Houston, said most Hispanic Americans view the campaign as "a cultural slap in the face of Hispanics."

"Symbolically, it sends a message to Hispanics that we don't want you to bring your cultural baggage with you when you immigrate," Mr. Brischetto said.

"You cannot coerce unity," said Martha Jimenez, an official of the Mexican-American Legal Defense Fund in Washington. "There is no threat to the English language."

BEST COPY AVAILABLE

INTL CLASSIFIED 2/7/90

Filipino workers upset over English-Only policy

by Mary Akamine

An English-only policy dictated by memo within Harborview Medical Center has caused concern among Filipino workers, who feel the policy is unwarranted.

MaryAnne Olmstead, accounting manager at Harborview, sent an interdepartmental policy memo on September 25 which stated that "English is the only language to be spoken in the department of General Accounting during work hours."

The memo was issued in response to a complaint filed by an accountant in Harborview's Accounts Payable section, located in the Nippon Kan/Kobe Park Building.

Six out of the seven workers in Accounts Payable are Filipino. The only section's only Caucasian — a woman of French Canadian background — filed the complaint apparently out of a feeling that she was being excluded from on-the-job information. It was filed with the Human Rights Office at the University of Washington, and brought to the attention of Accounts Manager Olmstead.

After the memo was issued, Filipino workers in the department requested it be repealed.

They say that distinguishing between work and non-related conversations is not easy. If someone talks to them in English, their natural response would be to speak in English. "But when a fellow Filipino calls, the use of the Tagalog language comes naturally."

Olmstead maintained the policy, saying the memo was "binding."

Two subsequent memos modified the original: a memo issued Oct. 26 stated that the English-only rule, effective only during work hours, was "for business

Please turn to "Harborview" on page 5

continued from front page

purposes"; and the most recent of January 12 specified that during work hours, English must be spoken "when discussing work-related matters."

Failure to comply with the policy, the January 12 memo said, "will be cause for disciplinary action."

Disciplinary action, according to Olmstead, would come after verbal counseling and a letter of counseling. "It would be a number of times talking to them and finding out what the situation is," she said.

She insists any monitoring for violations would be done on an "informal basis" and that it would be "no different than monitoring any of the English-speaking Caucasians."

But the workers feel threatened. "We are in a hostile environment," said one worker, who asked to remain unidentified. "No one wants to be subjected to disciplinary action for speaking their own language."

The workers are also concerned about monitoring: "The thing that would be happening," said one, "would be that people would be watching over your shoulders all of the time."

Under federal law, discrimination based on an individual's "race, color, religion, sex, or national origin" is unlawful according to the 1964 Civil Rights Act, Title VII.

The legality of English-only rules in the workplace has been the subject of several court cases which address the connection between national origin and language; and the Equal Opportunity Commission (EEOC) — an employment-monitoring agency established by the Civil Rights Act — has issued major policy guidelines regarding English-only rules in the workplace.

According to EEOC Guidelines Section 1606.7, English-only rules are discriminatory when they are applied at all times, but may be applied at certain times when the employer "can show the rule is justified by business necessity."

The issue of "business necessity" has been the rationale used by Olmstead in her memo-dictated policies.

"A lot of the conversations that a person might have that are business-related might have an effect on another individual," she explained. "Somebody might make a reference to something that's going on — whether it's a check or an invoice — and then somebody else might say they actually have that invoice or that they have that check."

But workers in the office say that the amount of information shared in the office is not as great as it may seem. Although their jobs are similar in nature, they actually work independently, handling different sets of vendors.

One worker adds that, "If you do something like a deviation from the policy, it's really obvious. We have to answer not only to the hospital but also to King County. You just can't do whatever you want, because it has to go through a process, and there's a good sense of check-and-balance within the process."

The only thing the workers say they want is the withdrawal of all three memos. A formal complaint is not planned as yet, however, because they have chosen to settle the problem in a "more subtle way."

Diony Corsilles, President of the Filipino American Political Action Group of Washington (FAPAGOW), said his group will investigate the matter. "This is a very serious incident that doesn't involve just Filipinos," he said. The basic approach of FAPAGOW, Corsilles says, is to look at the problem "in a professional manner with the end in view of what can be done."

One of the things the group hopes to do is pull in support from other Filipino American organizations such as the Filipino American Caucus.

Classified Staff Association 925, Service Employees International (AFL-CIO) represents several of the workers. Spokesperson Marlene Pedregosa says the union is concerned about the issue.

Management is usually supposed to consult with workers before instituting policy changes, she said. The English-only memo could prove to be "very divisive in the workplace," she added. "It doesn't provide a good atmosphere."

BEST COPY AVAILABLE

Hotel's name game with maids

"... Her name was McGill, and she called herself Lil. But everyone knew her as Nancy ..."
— The Beatles' "Rocky Raccoon"

By PETER GELZINIS

Her name is Mirtelina Pieltez, and if all things were equal, that's what she'd prefer to be called. But the name Copley Plaza pinned to the front of this chambermaid's uniform is "Sue."

Esperanza Villegas turns down beds in the Copley's stately rooms, a gold-plated tag inscribed with "Elsa" is pinned to

Turn to Page 8

Staff photo by Jim Mahony

MAID TO ORDER: Hotel maid Hercilita Rocha holds work order with Anglicized version of her name listed.

Hub hotel plays the name game

From Page 1

her chest.

That Yuh Chiu is the name her parents bestowed on her half a world away. But should you ever have the occasion to run across her in the Copley's plush corridors, and you need a couple of extra bath towels, why you can just call her "Sherry."

Is Yin Wah Lee a bit difficult to negotiate? Not to worry. For your convenience, the Copley has christened her "Jane."

Two years ago when Alan Tremaine was doing his best imitation of Marie Antoinette, chambermaids were told they'd have to forgo using their mops when cleaning the bathroom floors, and fall to their hands and knees with a scrub rag.

That edict died a speedy death beneath a wave of public outrage. And the Copley's chambermaids faded into an obscurity known in the hotel trade as "the back of the house."

There, these new immigrants from all corners of the world have been "tagged" with shorthand Anglo names by their supervisors to make life a little easier for the payroll clerks, floor managers and just about anyone else — general public included — who might need an extra bar of soap or a chocolate on the pillow.

"What this name thing goes to show once again," said Domenic Bozzotto, the charismatic president of Local 26 of the Hotel and Restaurant Workers Union, "is that if you don't respect my name, then you don't respect the work I do."

Barbara Rice, a Local 26 business agent, admits the grafting of Americanized names is not one of those boiler-plate issues the union can grieve. But it did grow out of the union's anger over a drastic cut in the hours of four to five night chambermaids.

"Last spring, in a push to upgrade its prestigious image," Rice said, "the Copley expanded its 'turndown' policy, (i.e., candy on the pillow and the sheets turned down) to include every $140-a-night room in the hotel, rather than just the VIP suites.

"But while they're taking out these ads in the Wall Street Journal boasting of new standard of luxury and service, they turn around and cut half their night (chambermaid) staff from 40 hours-a-week down to 15. Three hours a night at $7.75 an hour. It's not even enough for these people to collect benefits. You have to work a minimum of 20 hours for benefits.

"Their answer to us was, 'Well, these people have a lot of free time on their hands.' We told them that bartenders in the front of the house, doorme maitre'd's, bellmen they all have down tw too. Why not slash the hours? But of course, the weren't quite as willing see our point. It's easier dispense with someone t public rarely sees, ev though their workload ha actually increased.

While poring over th work sheets of each nig maid to document ju how many beds wer turned down, Barbar Rice found herself gettin terribly confused. A wo man who speaks fluen Spanish, she knew he members by their give names. Yet the copies o timesheets and wor schedules were labele "Helen," "Sherry," "Elsa "Sue," "Jane," etc.

"You can bet that in th Copley's first-class dinin room they have no diff culty calling the head waiter or the chef by their right name," Domenic Bozzotto said. "On the con trary, it's preferred. A diff cult name there gives off a European air of elegance.

PETER GELZINIS

"But in the back of the house, where people are treated as this nameless, faceless work force, then it's, 'Hey, we gotta make it easy for ourselves. So, we'll call you Sue, or Helen, or all this other bull—'

"I remember my father telling me the stories about landing at Ellis Island and some clerk at the desk giving him a name because they didn't want to bother trying to pronounce the one he already had. It's the same thing here ... Ellis Island all over again."

Jan Chovanec, the Copley Plaza's general manager, did not return several phone calls yesterday.

"When Tremaine left, you know," Bozzotto sighed, "we started to think that maybe now we'd get somebody with a little more empathy to our situation. I mean, this guy is someone who fled the tyranny of a communist state himself, Czechoslovakia, I think.

"What if, say, Barbara and I walked in to the next negotiation and I said to him, 'Hey, from now on I'm gonna call ya Tom, cause it's easier for me. Do you think he'd say, 'Oh, sure, Domenic, go right ahead.' The hell he would. The guy'd be crazy. So why should a chambermaid feel any different?"

Howie Carr is on vacation

BEST COPY AVAILABLE

UNITY

For Peace, Justice, Equality & Socialism

ENGLISH-ONLY TARGETS MASSACHUSETTS

A dangerous political cloud has formed over the national landscape which threatens to drown the U.S. in a flood of racist and anti-immigrant hysteria. This storm cloud is the English-Only movement, seeking to pass English-Only laws in enough states to force the passage of a U.S. constitutional amendment making English the "Official Language" of the U.S. This movement has come to Massachusetts.

Language Equality in Massachusetts

Already anti-immigrant and minority attacks and ideology are all too real in our state, one with large Portuguese, Spanish, Chinese, Creole, Vietnamese and Khmer-speaking communities. INS raids, acts of anti-Asian violence, cuts to multi-lingual social services and education programs, and attacks by political figures such as George Kouloheras and John Silber are only a few examples which describe the current political atmosphere in which English-Only forces operate.

The English-Only movement and the passage of an English-Only referendum in Lowell is one of the latest and more organized attempts in the Reagan-era by right-wing forces in Massachusetts to shut linguistic minorities out of the political process. Backed by resources from the national English-Only organization, U. S. English, Kouloheras was successful in fanning up racist sentiment in Lowell and taking advantage of people's ignorance of the issue in to pass his bill.

Upon the passing of Lowell's referendum, Kouleharas vowed to see the passage of statewide legislation making English the "Official Language" of Massachusetts. With this, multi-lingual social and government services and bilingual education programs may be banned. Equal rights, services, and access for linguistic minorities could be denied. Situations such as 911 operators refusing to answer callers in any language other than English, as had happened in English-Only Florida, could be the norm.

Why English-Only, Why Now?

To understand the roots of the English-Only movement, we must look at the changing U. S. economy. With its general decline in the world economy since the 1960's, American monopoly capitalism has sought to maintain its profits by attacking and further exploiting workers, minorities, immigrants, and women. This was the basis of the Reagan-era onslaught of union-busting attempts, anti-immigrant laws, erosion of women and minority rights, and massive cuts in social programs. In addition, American capitalism has invested much of its long-term future in the South and Southwest, hoping to exploit those region's low wages and natural resources. Industry, population, and political power have been shifted to the "Sun Belt" in this last decade.

The powers-that-be worry about the profound implications of minority empowerment movements to these strategies. These movements would threaten the expansion of the lower stratum of the working class, those working more and paid less. Greater Latino political representation could mean higher corporate taxes, stricter environmental laws, more stringent health and safety legislation in the Southwest, all of which jeopardize the glittering profit mar-

(over)

gins of corporate America. English-Only is an effort to undermine the growing Latino political empowerment movement.

Who is Behind English-Only?

U.S. English is the main force behind English-Only. It was formed in 1981 and was initiated and lavishly funded by the Federation for American Immigration Reform (FAIR), an anti-immigration group whose founders fear that Latinos will take over the U.S.

While U.S. English claims that English-Only legislation is intended to unite the American people with one language, their proposals will effectively undermine Latino, Asian and other linguistic minorities' welfare and political advancement. They oppose funding for multi-lingual social services, government communication with non-English speakers, interpreter services in court, multi-lingual ballots, and advocate for restrictions on bilingual education. English-Only advocates particularly target bilingual education programs. Bilingual education strengthens the consciousness of linguistic minorities and their ability to resist. By eliminating these programs, it will be impossible for four million non-English-speaking children to get any kind of effective education. If they are unprepared to compete in a highly technical job market, they will just have to keep on cleaning office and hotel rooms for minimum wage and less. The English-Only movement is a tool with which American capitalism can crush the ability of linguistic minority communities, especially in the Southwest, to fight for their rights.

English-Only laws have already passed in 17 states. As part of its national strategy, English-Only forces need to win a statewide referendum in a northeastern state and is currently targeting Massachusetts and New York.

English-Plus Gains Momentum

As powerful and well-funded as U.S. English and the English-Only movement are, they are not invincible. Already several of U. S. English's national spokespersons have resigned, including Walter Cronkite and Linda Chavez. English-Only measures have been defeated in more than 12 state legislatures, including Colorado, Oklahoma, and Texas. In New Mexico, the author of the proposed English-as-the-official-language legislation voted against her own bill because of strong public pressure from the progressive community. To date, New Mexico, Washington, and Michigan have succeeded in becoming English Plus states, and Arizona courts recently overturned its English-Only laws.

The question for minority peoples in the U.S. has never been whether or not to assimilate. Rather it has been whether this society allows for their truly equal and voluntary integration, and for the creation of a multi-national culture. If minority peoples are segregated, it is because monopoly capitalism has excluded them from full participation in the economic, political, social, and cultural life of society. True democracy which includes full democratic rights, equal economic and educational opportunity— not forced assimilation— is the basis by which to unite the American people.

For Latinos, Asians and other linguistic minorities, the struggle for language rights is a democratic one— a struggle to be able to choose. Say no to English-Only !

Subscribe to UNITY !
_____$8/year _____$5/six months

Name_____

Address_____

Send to: UNITY, PO Box 29293, Oakland, CA 94604

8/9/90
日本日報

行政改革の理論と構造

行政学・公共政策

BEST COPY AVAILABLE